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ABSTRACT

The objective of this Learning Activity Packet (LAP) is to familiarize the student with Indians who lived in the Eastern Region of present day Canada and the United States. Indian life in the past, how it has changed, and the needs of these people today provide the basis of the LAP. Five learning objectives, each covering particular aspects of the life of the Indians, create a framework for various activities. Related documents in this series are SO 006 140-145. (OPH)

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LEARNING ACTIVITY PACKET

THE ALGONKIAN REGION: AN EXAMINATION OF THE INDIANS WITHIN THE EASTERN REGION IN BOTH HISTORICAL AND CONTEMPORARY CONTEXTS

Rationale

Thousands of years before the white man, people lived in the Eastern Region of today's Canada and the United States. Where they came from, when, and how has been theorized by students of geology, archeology, and anthropology.

These prehistoric people adjusted to the nature of the land and the climate, learning to satisfy their basic needs in their own ways. Gradually these ways were interrupted and changed by the entrance of the Europeans. This is part of written history.

For a time the Indians were strong and often helped the Europeans. After a time, however, the Indians became weaker in contrast to those about them, smaller in number and less powerful. Some divisions of the Indians even died out completely. Others adjusted willingly or unwillingly and continued to live. They became a minority group, a minority group with values and a rich heritage to be preserved; with human needs and civil rights to be respected.

SP 006 143

The Indians of the Eastern Region today are visible, adjusting, and working to satisfy their basic needs. What their life has been like in the past, how it has changed, and what their needs are today is the basis of this LAP. To understand the Indians, as an ethnic people, is to understand our world a little better.

OBJECTIVE 1

You will be able to identify one theory for the arrival of these early people in America and in the Eastern Region: how they came, when they arrived, where they came from, and the bases for this theory. There are many other theories which have been offered.

Activity 1

After reading Prehistoric People of Maine, p.11 and The Changing People, p.3&4, trace the suspected route of early man onto the American Continents and to the Eastern Region, using an outline map of North America. Label the continents, the oceans, and the land bridge.

Activity 2

Using Prehistoric People of Maine, pp. 11 & 12, and sources of your own, make a time line representing 10,000 years. Locate and label the dates in the reading. Add the dates of Columbus's first discovery of America, Champlain's first settlement, the U.S. Declaration of Independence, the Canadian Federation. For extra credit add the dates of the pyramids of Egypt, the Golden Age of Pericles in Greece, the birth of Christ, and the fall of Rome.

Do not forget 10,000 years ago would be about 8,000 B.C.

Activity 3

Using a dictionary, read definitions of: anthropology, prehistoric, and historic. Use each word in a sentence of your own containing an idea about the early Indians.

Activity 4

Set up a display of artifacts or pictures such as are shown in The Changing People. Explain the use of at least 3 different items to one more classmate.

Activity 5

Read p. 11 of Prehistoric People of Maine and list four reasons for the belief that the early people came to America according to the land bridge theory.

OBJECTIVE 2

You should be able to recognize some of the many groups of Algonkian Indians of the Eastern Region at the time of the first European contacts, and you should know how they satisfied their basic needs.

Activity 1

From Prehistoric People of Maine, pp. 5 & 6, read about eleven basic human activities. (Look up definitions for any word with which you are not familiar.) Referring to these activities, now read pp. 11-16 from the same source. Illustrate or diagram at least four of these basic human activities in the "life-style" of the early Indians.

Activity 2

Read Maine Indians, pp. 2-3; Indians of Quebec and Maritimes, pp. 1-3; and Bagley's History of Maine, p.12 and then decode the 22 Indian groups in the "Indian Letter Game". Locate on a map of the region as many of the subdivisions of the Eastern Region Algonkian Indians as you can. Be sure to label the rivers and bays that are the general focal points for the different Indian groups. It is not essential to locate more than 4 or 5 Maine groups (Abnaki, Penobscot, and the two Etchemin groups, Malecite

and Passamaquoddy). If your school is located near the site of a particular Indian group, be sure you include that one also.

Activity 3

With 3 classmates, make a set of 4 dioramas or panels: one of an inland forest, two of clearings along a river, and one of the seashore. Label each according to the activities of the four-seasons according to the use made of each place by the Indians. Add pictures or words showing foods and activities dealing with food. Use Prehistoric People of Maine, pp. 13 & 14 or Maine Indians, p. 3, for information.

Activity 4

Make a game of the concepts of Activity 3. Put pictures or names of foods or activities on cards. Make a card for each of the seasons. The object of the game is to match food or activity with the season card. Plan for a certain time limit. You may want to use an egg timer.

Activity 5

Study pictures and text showing the dress of an Indian man, woman, or child, as shown in Prehistoric People of Maine , cover and pp. 14 & 15, and Changing People. Make a drawing OR dress a doll or paper doll to show Indian dress.

Activity 6

Using the above source, and The Maine Sunday Telegram, comic strip: Prince Valiant; or Classic Comics: Robin Hood or Knights of King Arthur's Court, point out five similarities or dissimilarities between the Indian dress and the comic strip character you have chosen.

Activity 7

Draw or make a model of an Indian shelter of the Eastern region. Include in the model (or drawing), the objects used for preparing food and keeping warm.

Activity 8

Using the sources suggested in Activity 6, list five items which Europeans used for clothing that the Indians did not have at the time of the first encounters between Europeans and Indians. For example, the comparison between kinds of animals and cloth used by the Europeans and the Indians.

Activity 9

Read an Indian myth. You may want to use one about Glooskap. Give a brief summary of the story and point out one way this story satisfies the need to explain changing seasons or other natural phenomena which either frightened or pleased the early Indians.

Activity 10

Make up one to five questions you would like to have answered about how the Indians of this period satisfied their basic needs for food, shelter, and clothing. Look through the sources and record your answers and the source in which you found your answer. You may use any material available, such as maps, charts, encyclopedia, books, or folders.

OBJECTIVE 3

You should know some of the changes brought about by the entrance of the Europeans on the life style of the Indians.

Activity 1

After reading Indians of Quebec and the Maritime Provinces, pp. 3 & 4, list two groups of Europeons who visited the Eastern Region occupied by the Indians before the settlers, tell what they wanted, and what they offered the Indians in exchange.

Activity 2

With a classmate imagine that one of you is a European of 1600's. What would you pack in a chest that you must carry yourself for a trip to the New World? You plan to make your living trading. List 5 to 10 items. Imagine the other person to be an Indian. He, too, must carry his goods to travel through the woods to a trading post. List 5 to 10 items he would bring

to the trading post. Act out a trading session between you both. Make it as realistic as you can. (Use the source above and Changing People, pp. 17-21.) Try one trading session with no common language. Try another with 6 words only that you both understand, each one of you naming three words. Let the class judge under the situation of that time which trader made the best deal.

Activity 3

The beaver was one of the most popular items of trade. Look up in an encyclopedia and then show how the beaver was used by the Europeans. Show this in 4 or more steps: the beaver from the North American woods to the heads of the European wearer.

Activity 4

After reading Maine Indians, pp. 6-10, make a time line of the 1600's and 1700's. Name the place and date of each French Catholic mission. Print the date in green. Locate the date of the capture of destruction of a mission by the British in red if this information is given. If you use lined paper, let the space between lines equal ten years. Title your paper "TIME LINE SHOWING CONFLICT BETWEEN FRENCH CATHOLIC MISSIONS AND THE BRITISH PROTESTANTS IN ACADIA." There are about 19 dates and events in the reading. You should locate a minimum of 10. If

you are living near a town that was involved, highlight this town by drawing a "box" around it.

Activity 5

Put the information concerning location of the French missions on an outline map. Mark the missions with a green cross. Mark the British destruction with a red x. Name the places and dates neatly in blue or black ink. Be sure to letter horizontally. Label the four important rivers. Color lightly in green, the French settled area. Do the same for the British in red. The Indians would be named for the uncolored area. Your key should have at least five items. Mark the general location for the Iroquois, Abnaki, and Etchemin.

Activity 6

Using the information on the enclosed sheets, show the location for the named events on an outline map of the Eastern Region. Use green for French settled areas, green triangle for French forts, green arrow for French moves. Use red for British. Because the British moves are quite long, what took place, leader, and date can be printed on the arrow. Call this map FRENCH AND BRITISH STRUGGLE FOR CONTROL OF THE EASTERN REGION 1604 - 1763.

Activity 7

During the struggle for control by the British and the French, the Indians usually took sides. Divide your paper into two sections, one for the French and one for the British. Tell

which Indians usually helped which side and give their reasons. Use Indians of Quebec and the Maritimes Provinces, pp. 7-11, Maine History, p. 13, and Indians of Maine, pp. 3-4. Act this out in two tribal councils, one of which decides to aid the French, and one the British. Would the council act in a democratic or dictatorial way? Would women and young people participate? Would the council resemble a political convention? Would smoking be allowed? Try to give proof for any of your answers.

Activity 8

Twenty years after the French lost their claims in North America, the British lost the 13 colonies. Using any U.S. or Canadian history book, make comparative maps showing British, French, Spanish, and U. S. claims in North America in 1763 and 1783. Note that already the Indians are left no land called "Indian Claims." British claims should be red, French - green, Spanish - orange, U. S. - yellow. Be sure you label important physical dividers such as the Mississippi River. Titles, keys, and coloring are all important.

Activity 9

After reading A Brief History of the Passamaquoddy , p. 2, tell on which side these Indians fought during the American Revolution and for what they claim credit.

Activity 10

The Europeans learned many things from the Indians. List five to ten place names that are still Indian. Extra credit if you can find the meaning of these words. List five to ten customs ; food, clothing, and games learned from the Indians.

OBJECTIVE 4

You will learn how, with the Independence of the United States and with the increased white settlement of both the United States and Canada, the Indians gradually became less powerful as a group.

Activity 1

Make a time line called EVENTS LEADING TO DIMINISHING INDIAN INFLUENCE FROM 1600 to 1976. Information can be found in United States and Canadian Histories or encyclopedia. Include the following: First French settlement in Canada, First English settlement in Maine (Popham), French loss of Canada (End of French and Indian Wars), British loss of the U.S. (Thousands of Loyalists migrate to Canada), New Brunswick became a separate colony, U.S. establishes the Constitution, Maine becomes a state, Maine-Cana-

dian boundary dispute ended (Webster-Ashburton Treaty), Canada becomes a Federation with Nova Scotia and New Brunswick as original Provincial members, P. E. I. becomes a province in the Federation, Newfoundland becomes a province in the Federation, Canada celebrated 100 years of Federation, U.S. will celebrate 200 years of independence.

Activity 2

The plan for moving Indians onto land reserved just for them started very early in the history of Canada and the United States. Read about the treaties which set up reserves of land in Indians of Quebec and the Maritime Provinces, pp. 11-12, and Indians of Maine, pp. 4-5, then rewrite these statements choosing the correct word. Underline the word.

1) Reservations were started as early as (1765-1865).
2) At this time most of the Eastern Region was under the control of the (French - British).
3) Treaties with the Indians paid the Indians (well-poorly) for the land they gave up.
4) Treaties often promised to pay annual gifts which would be similar to (rent - dole).
5) In the area which is now Maine, treaties were first made with (New York - Massachusetts).
6) In most of the U. S., treaties with the Indians were made by the (federal government - state governments).

7) In Canada since 1867, agreements with the Indians have been made by the (provincial - federal) government.

8) Many agreements with the Indians have been (kept - broken).

Activity 3

On the transparency showing ten different steps taken by the U.S. government concerning the Indians, decide which ones were taken for the Indians and which against. List them by date and name. Date those for the Indians in green, those against in red. Be able to give a reason why you chose red or green.

Activity 4

In 1794 the Indians and Massachusetts made an agreement. This was revised in 1818 and signed over to Maine when it became a state. In Indians of Maine, pp. 4-5, and from clipping #1, what did the Indians give? What did they receive? In what way are the treaties in force today? Use also Brief History of the Passamaquoddies, p. 2. When you are prepared, discuss this with 2 or 3 of your classmates.

Activity 5

Compare the fairness of the agreements in Activity 4 with the one made by the U.S. with Panama. In 1903 the U.S. made an

agreement with Panama. For 375 square miles needed to built the Panama Canal,the U.S. agreed to make a payment to Panama each year of $250,000. Because of complaints, this was changed to $430,000 in 1936. In 1955 it was revised again to $1,930,000. Discuss this with 2 or 3 of your classmates.

Activity 6

The Canadian and the United States governments purchased great areas of land from the Indians. Using Indians of Maine, p. 4, read about the understanding of treaties which the Indians had. It does not seem to be the same as the understanding held by the two governments. How would this effect the attitude of the Indians at a later time? Using this source and sources of your own, find enough information for a discussion with 2 or 3 classmates the following questions:

1) When the treaties were written, did the Indians who signed have the legal right to sign for their whole group or tribe?
2) When the Indians began to understand that they had been taken advantage of, would they have had an appeal to a court to sue?
3) When the treaties were written, did the Indians have enough knowledge of the language to understand the meaning and terms of the treaties?

As a continuation of your discussion, pretend that your group is an Indian Council, and plan what the Council would decide to do to correct the situation.

OBJECTIVE 5

As you know, Indians have been an important influence in our lives: in folklore, in literature, in music, in dance, in language, in food, and in living in the wilderness. Our country is made up of many ethnic, or minority, groups, each with a distinct culture of its own. The Indians are one of such groups. Many Indians of the present day face a difficult economic situation. We will examine the problems having to do with needs of Indians today, most of whom live on reservations.

Activity 1

According to one source, when the Europeans first arrived, there were 1,000,000 Indians in what is now the United States. There were 200,000 in the area of what is now Canada, and 3,000,000 in Mexico and Central America. (Of those in the United States, there were 16,000 in Maine) Today there are about 650,000 Indians in the United States, (and of these about 2,000 in Maine). There are now about 230,000 Indians in Canada. On a chart under two headings: Early Population and Present Population,

show the comparison in figures for Canada and the United States. Make a general statement about the inference you can draw from these figures at the bottom of the chart.

Activity 2

Using "The Indian Letter Game", find the names of 6 present day reservations in this region and the province or state in which each is located.

Activity 3

In Brief History of the Passamaquoddy, pp. 2-3, and Maine Indians, p. 4 and Indians of Maine, pp. 4-5, you will read that many towns were set out by the British in areas of six miles square. If each square mile has 640 acres, how many acres would be in a British town? What is the total in acres of all the land the Indians still hold in Maine today? Remember less than 400 years ago the Indians claimed all of Maine. Write statements to answer these questions, and then write a statement expressing a comparison of present land area ownership by Indians and areas of "the British town".

Activity 4

To help you understand what it means to be a part of a minority group, do one of these three games.

A. Let the blue eyed people be a minority group for a day: They are last to sit, last in line, last to get help from the teacher, last to go to lunch, last to use any source materials, etc.

B. Play checkers. Draw lots for color. Let white be all kings. Keep track of how many moves until there is a winner. Record the score on the board.

C. Play Parchese. Draw lots for being the minority player. (2,3, or 4 can play). Let the minority player start half way around the board. (Remembering that the Indians were here first.) Let him have only one die. The majority player or players have three dice. (The European colonizers had the advantage of firearms) If a minority player is caught, he can not play again. Can the minority player ever win? Keep a record on the board.

Activity 5

Read Maine Indians, p. 5 to learn how Maine Indians are governed today. Are they citizans? Can they vote? Do they pay taxes? How is their leader chosen? With a small group, share your views of the laws relating to Indians.

Activity 6

After reading Indians in Quebec and the Maritime Provinces, pp. 19-29, and Indians of Maine, p. 2, copy the list of occupations below on paper. Your title is: Present Day Indian Occupations in the Eastern Region. Match the occupations with the locations of present day Indians.

1. paper mills and show factories
2. fishing and clam digging
3. lumbering

4. seasonal planting and picking of potatoes and lobstering
5. seasonal berry picking, potato planting and picking, basket making, crafts
6. fishing, basket and lobster hoop making, seasonal picking
7. steel construction, basket making, and crafts

The locations to match with these are: Indian Island, Maine; Indian Township, Maine; New Brunswick; Nova Scotia; Prince Edward Island; Pleasant Point, Maine; Quebec.

Activity 7

After reading, Indians of Maine, p. 6, plan a role-play to show at least four reasons that Indian children would be uncomfortable in school.

Activity 8

Using Indians of Quebec and the Maritime Provinces, pp. 31-33 and Indians of Maine, pp. 6-7, prepare to write a paragraph explaining the attitude of Indian parents towards segregated schools Be sure you understand what a segregated school is. The parents of black children, another ethnic minority group, seem to favor integrated schools for their children. You may wish to talk with an adult to understand better the present movement towards integrated schools for black children. Include the contrast in these two positions in your statement if you can.

Activity 9

Refer to clippings in source material about Indians, or collect clippings of your own. List the headlines under the following headings: INDIANS HELPING THEMSELVES; OTHERS HELPING INDIANS; INDIANS HURTING THEMSELVES; AND OTHERS HURTING INDIANS, or choose wording for titles to classify the haadlines as you prefer.

Activity 10

People often guess wrong. In 1866, one writer predicted that the Indians of New Brunswick would become extinct. Instead their number has more than doubled in 100 years.

* * * * * *

In 1928, another writer thought that the United States was well on its way to solving its Indian problems. Soon Indians would be absorbed into the general population. Instead Indians are even more separate and visible almost 50 years later.

* * * * * *

The New York Times Almanac 1970 says "If Canada has a dirty secret, it is its treatment of its 240,000 Indians, who have been excluded from the mainstream of economic opportunity. Their exclusion results partly from their choosing to remain on reserves, where they get tax, welfare, and health benefits. But it is clear most white Canadians look down on Indians." (p. 765)

About American Indians, the Almanac says: "There are about 650,000 Indians in the United States today. Some 450,000 live

on or near reservations in 25 states. The remaining 200,000 have moved to cities and towns. The most striking fact about American Indians today is their tragic plight:

50,000 live in unsanitary, delapitated dwellings, huts, shanties. Unemployment rate is nearly 40%, about 10 times the national rate. Indian literacy is among the lowest, health and poverty highest. Thousands of Indians who have migrated to cites are untrained for jobs and urban life.

- Average age of death is 64 years, for other Americans 70.5.
- 10% have no schooling, 60% less than 8th grade.
- Those in school are plagued by language barriers, isolation in remote areas, lack of tradition of success in school.
- Health level is lowest of any major population group. 32.2 out of 1000 babies die. (National average is 22) Water sources are contaminated, waste disposal inadequate, infection and malnutrition contribute to ill health and mental retardation.
- 50% of the Indian families have cash incomes below $2,000, 75% below $3,000.

* * * * * *

Discuss with a small group, the causes of the present problems for the first people of this region. How serious is the present situation? Who should help to change it? What are some ways of correcting the present situation?

QUESTIONS FOR PRESENT DAY INDIAN RESERVATIONS

GAME

1. Another name for maise

$\overline{a1}\ \overline{a2}\ _\ \overline{a3}$

2. An animal the Indians hunted

$\overline{a4}\ \overline{a5}\ \overline{a6}\ \overline{a7}\ \overline{a8}$

3. Material Indians used for pottery

$\overline{a9}\ \overline{b1}\ \overline{b2}\ _$

4. A fish Indians caught

$\overline{b3}\ \overline{b4}\ \overline{b5}\ _\ \overline{b6}\ _\ \overline{b7}\ \overline{b8}$

5. Indian footwear

$_\ _\ _\ _\ \overline{b9}\ \overline{c1}\ \overline{c2}\ \overline{c4}$

6. Indian vegetable

$_\ \overline{c5}\ \overline{c6}\ \overline{c7}\ \overline{c8}\ \overline{c9}$

7. A water animal caught by Indians

$_\ \overline{d1}\ \overline{d2}\ _$

8. A French explorer

$\overline{d3}\ \overline{d4}\ _\ \overline{d5}\ \overline{d6}\ \overline{d7}\ _$

9. Present day Indian Occupation

$\overline{d8}\ _\ \overline{d9}\ \overline{e1}\ \overline{e2}\ \overline{e3}$

$\overline{e4}\ \overline{e5}\ \overline{e6}\ _\ \overline{e7}\ \overline{e8}\ \overline{e9}\ _$

10. The Indians of the Eastern Region

$\overline{f1}\ \overline{f2}\ _\ _\ \overline{c3}\ _\ \overline{f3}\ \overline{f4}\ \overline{f5}$

11. A famous Penobscot chief

$_\ _\ _\ \overline{f6}\ \overline{f7}\ \overline{f8}\ _\ \overline{f9}\ _\ \overline{g1}\ \overline{g2}$

12. An extinct Indian tribe

$\overline{j1}\ \overline{g3}\ _\ _\ \overline{g4}\ \overline{g5}\ _$

13. Champlain's first settlement in Maine

$\overline{g6}\ _\ _\ _\ _\ \overline{g7}\ \overline{g8}$

$\overline{g9}\ _\ \overline{h1}\ _\ \overline{h2}\ \overline{h3}$

14. A Canadian Indian Tribe — — h5 — — — h6 — h7 —

15. A fruit Indians did not have h8 J2 J3 — J4 —

16. General who asked Passamaquoddy to help fight the British during the Revolutionary War — — — J1 I2 h9 I1 — — I3

17. War in which Penobscot men all volunteered I9 I5 — —

18. Maine Indian Tribe — — I6 I7 — — — I8 —

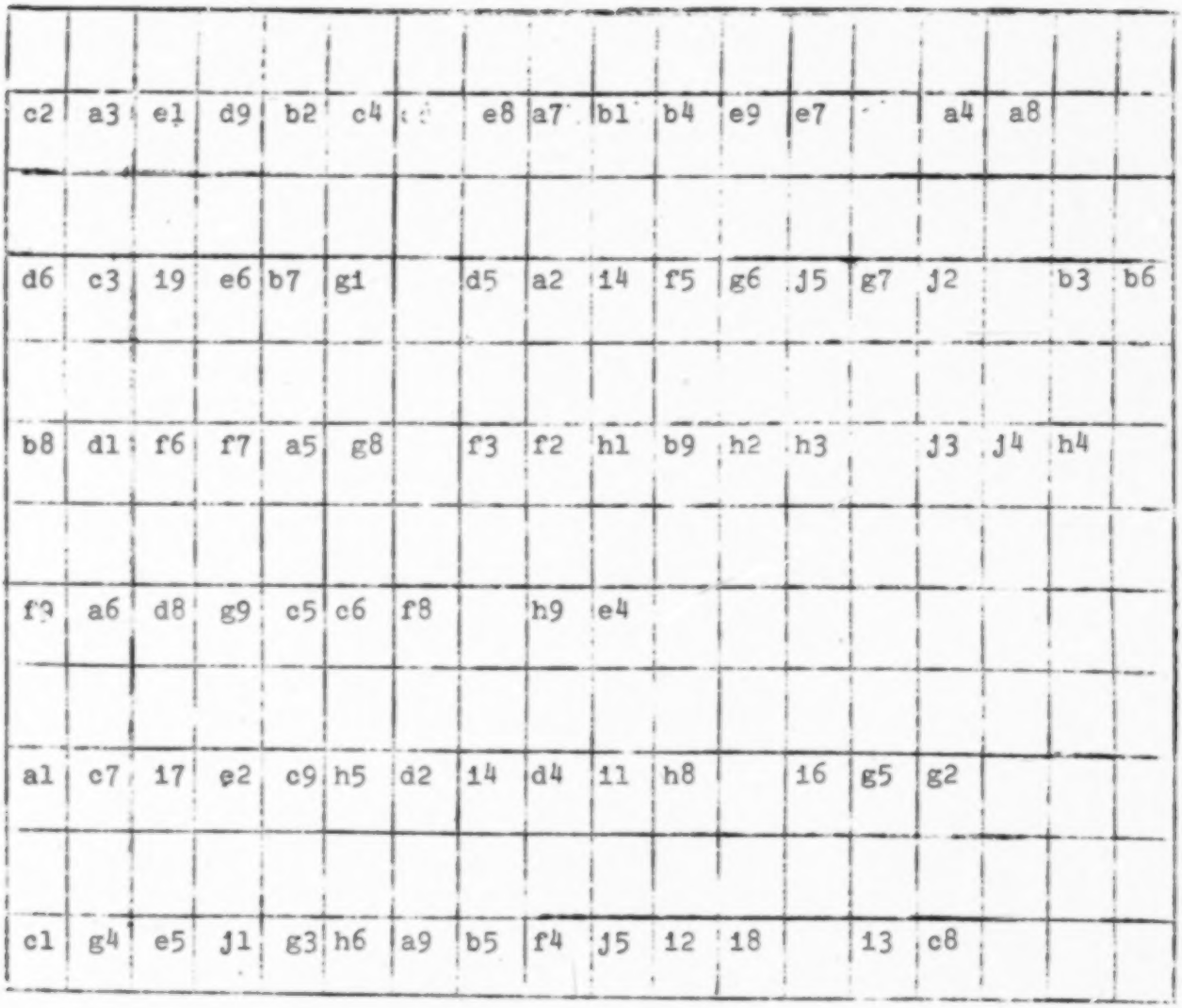
19. Only animal domisticated by the Algonkian Indians I9 — —

20. Short name for Maine Indian Tribe — — — J5 — —

Choose your answers from the following list:

Algonkian
apples
Beothuk
bridge building
Cartier
Caughnawaga
clay
corn
dog
Indian Island
Indian Township
John Neptune
Lennox Island
mackeral
Me.
moccasin
Montagnais
moose
N. B.
N. S.
P. E. I.
Pequawket
Que.
Quoddy
seal
Shudenacadie
Squash
St. Croix Island
Tobique
Washington
WWII

PRESENT DAY INDIAN RESERVATIONS



INDIAN TRIBES AND SUBDIVISIONS OF THE EASTERN REGION

G R N E N I K N O G L A N A

A L N Z Q P P R P B O M O R

P B A S Y A C E M A C O R O

E A B N A K I C O X U T R S

N A S C E S D N A V W U I A

O M M S W A M O H A W K D G

B A I O A N D Y X W Z U G U

S S S K W M A L E C I T E N

C C S O E I A E M T E L W T

O O I K N C O Q F K E Q O A

T N A I O M O S U G R R C C

G T S F C A R P S O C D K O

H I S I K C S T O I D I C O

E F I K A N E B A W P D J K

I K K E T C H I M I N E Y K

G H M J L T E K W A U Q E P

M O N T A G N A I S N M L E

MAINE

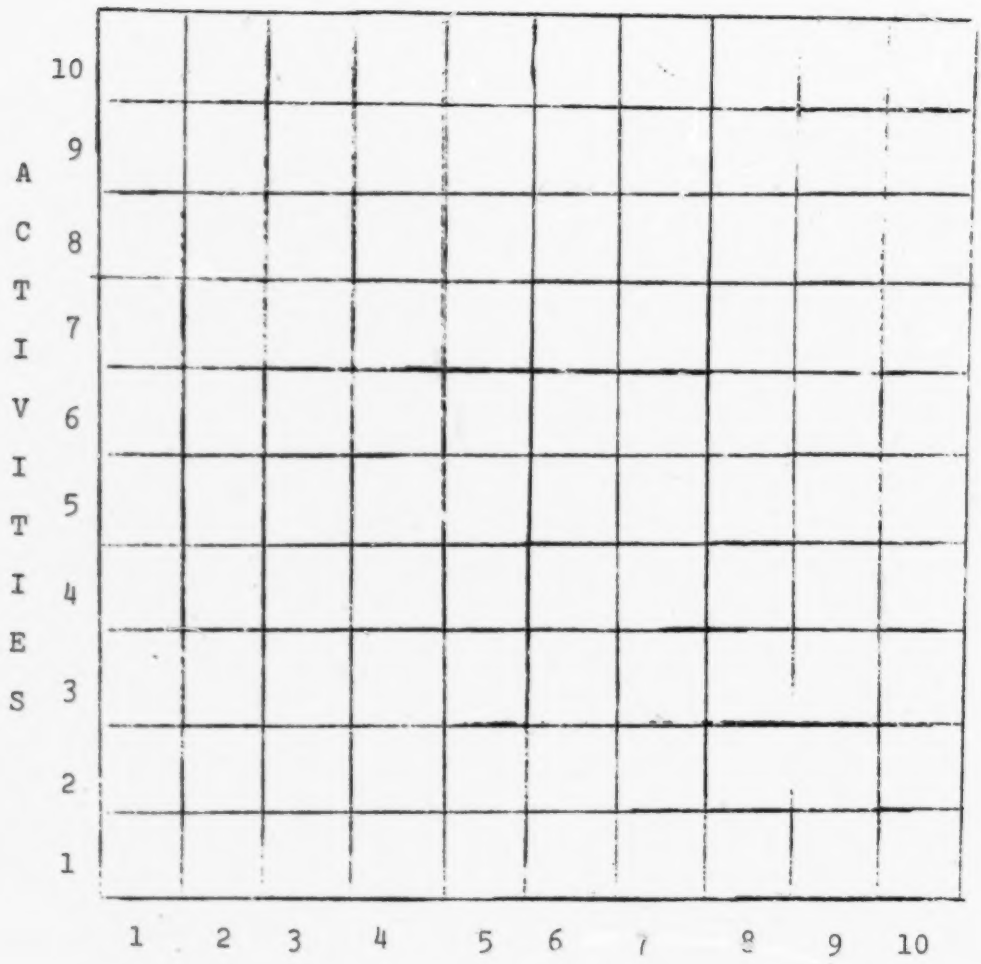
1. _____
   - A. _____
   - B. _____
   - C. _____
   - D. _____
   - E. _____
   - F. _____
   - G. _____
   - H. _____
   - I. _____

2. _____

3. _____
   - A. _____
   - B. _____
   - C. _____

CANADA

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____


ACTIVITIES
10
9
8
7
6
5
4
3
2
1
1 2 3 4 5 6 7 8 9 10
OBJECTIVES